

FIFTY-NINTH ANNUAL REPORT
OF THE
COLUMBIA INSTITUTION FOR
THE DEAF

TO THE
SECRETARY OF THE INTERIOR

FOR THE FISCAL YEAR
ENDED JUNE 30
1916



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OFFICERS OF THE INSTITUTION.

Patron.—Woodrow Wilson, President of the United States.

President.—Percival Hall, M. A., Litt. D.

Secretary.—Charles S. Bradley, Esq.

Treasurer.—George X. McLanahan, Esq.

Directors.—Hon. John F. Shafroth, Senator from Colorado; Hon. William E. Humphrey, Member of Congress from Washington; Hon. John E. Raker, Member of Congress from California, representing the Congress of the United States; Edward Miner Gallaudet, Ph. D., LL. D., of Connecticut; Hon. John W. Foster; Hon. Francis M. Cockrell;¹ Theodore W. Noyes, Esq.; Charles H. Stockton, LL. D.; Rev. U. G. B. Pierce, of the District of Columbia; John B. Wight, Esq., of New York; the president and the secretary of the institution.

FACULTY OF GALLAUDET COLLEGE, 1916-17.

Emeritus president and professor of moral and political science.—Edward Miner Gallaudet, Ph. D., LL. D.

President and professor of applied mathematics and pedagogy.—Percival Hall, M. A., Litt. D.

Vice president and professor of languages.—Edward Allen Fay, M. A., Ph. D., Sc. D., Litt. D.

Professor of English and history.—John Burton Hotchkiss, M. A., Litt. D.

Professor of mathematics and Latin.—Amos G. Draper, M. A., Litt. D.²

Professor of natural science.—Charles Russell Ely, M. A., Ph. D.

Professor of English and biology.—Herbert E. Day, M. A.

Professor of mathematics and engineering.—Isaac Allison, E. E.

Assistant professor of Latin and in charge of the college women.—Elizabeth Peet.

Librarian and instructor in English and mathematics.—Helen Northrop, B. A.

Instructor in Latin and natural science.—Victor O. Skyberg, M. A.

Instructor in mathematics and physical director.—Frederick H. Hughes, M. A.

Instructor in agriculture.—Harley D. Drake, B. A.

Instructor in drawing.—Arthur D. Bryant, B. Ph.

Instructor in English and history.—Irving S. Fufeld, B. S., B. Ped.

Instructor in domestic art.—Agnes Suman.

Instructor in gymnastics.—Helen Devereux.

DEPARTMENT OF ARTICULATION AND NORMAL INSTRUCTION, 1916-17.

In charge.—Percival Hall, M. A., Litt. D.

Instructors.—Lyman Steed, M. A.; Annie E. Jameson; Sarah H. Porter, M. A.

Normal Fellows.—Grace Decker Coleman, B. A., Greenville Women's College, South Carolina; Urath McCall, B. A., Synodical College, Missouri; Herschel R. Ward, B. A., Mississippi College, Mississippi.

Normal students.—John Keble Cloud, Smith Academy, Missouri; Elizabeth B. Thompson, Council Bluffs High School, Iowa.

FACULTY OF THE KENDALL SCHOOL, 1916-17.

President.—Percival Hall, M. A., Litt. D.

Principal.—Lyman Steed, M. A.

Instructors.—Helen Fay, Musa Marbut, M. A.; Edetha Williams, B. A.; Grace D. Ely; Mary Burch.

Instructor in art and manual training.—Beulah Stebbins.

Instructor in cooking and sewing.—Agnes Suman.

¹ Died December 12, 1915.

² On leave of absence.

DOMESTIC DEPARTMENT, 1916-17.

Supervisor and disbursing agent.—Louis L. Hooper, M. A.

Attending physician.—Harry H. Donnally, M. D.

Dentist.—J. A. Taylor, D. D. S.

Matron, Gallaudet College.—Mrs. Cora V. Troup.

Girls' matron, Kendall School.—Harriet M. Van Deventer.

Boys' matron, Kendall School.—Mrs. Carrie R. Timberlake.

Boys' supervisor.—Robert Unsworth.

Girls' supervisor.—Jennie Kennedy.

Master of shop.—Norman Herrington.

Gardener.—Edward Mangum.

Farmer.—Harley D. Drake, B. A.

Chief Engineer.—William J. Muir.

REPORT OF THE COLUMBIA INSTITUTION FOR THE DEAF.

COLUMBIA INSTITUTION FOR THE DEAF,
Kendall Green, Washington, D. C., September 15, 1916.

SIR: The number of deaf pupils and students remaining in the institution on July 1, 1915, was 118; admitted during the year, 45; total, 163; admitted for the school year 1916-17, 55. From July 1, 1915, to July 1, 1916, there were under instruction 88 males and 75 females, a total of 163, of whom 115 have been in the collegiate department, representing 37 States, the District of Columbia, and Canada; and 48 in the primary department. Of these, 36 were admitted as beneficiaries of the District of Columbia. During the fiscal year 49 were discharged from the institution by graduation and otherwise.

A list of the names of students and pupils who have been under instruction in this institution since July 1, 1915, including those admitted for the school year 1916-17, will be found appended to this report.

HEALTH.

The health of the students and pupils of the institution during the year has been excellent. There have been no serious cases of illness whatever throughout the year. Inoculation of all new students and pupils against typhoid fever was continued.

Another careful examination of all employees of the dairy was made, and all were found to be in good physical condition. The dairy cattle of the institution again passed the Government test for tuberculosis.

Dental work has been continued for both college students and Kendall School pupils during the past year with good results.

One of the saddest occurrences for many years in the history of the institution was the death of Oscar Ray Olinger, a student in Gallaudet College from Tennessee, who left the college during the month of February evidently under great mental disturbance, and while in Louisville on his way home killed himself. Efforts to place the young man through friends, through the railroad agencies, and through the local detective force, made promptly after his disappearance from college, failed to locate him until it was too late for friends to reach him and prevent his suicide.

CHANGES IN THE CORPS OF OFFICERS AND TEACHERS.

Dr. Amos G. Draper, who entered the advanced department of the institution in 1868 and became a member of the faculty on his graduation in 1872 and has served with success and distinction as teacher, instructor, assistant professor, and professor since the latter date, a

period of 44 years, has been granted leave of absence for the nine months from October 1, 1916, to June 30, 1917.

Mr. Irving S. Fufeld, a graduate of Columbia University with the degree of B. S., and of our own normal department with the degree of B. Ped., has been made instructor in the collegiate department for the college year 1916-17.

Miss Mary Helen Ferris, matron of the collegiate department, has left, and Mrs. Cora V. Troup has been promoted from boys' matron of the Kendall School to Miss Ferris's place.

Mrs. Carrie R. Timberlake has been appointed boys' matron in the Kendall School to succeed Mrs. Cora V. Troup.

Mr. Robert Unsworth has been appointed boys' supervisor in the Kendall School to take the place of Mr. Cyril Hansell, resigned.

COURSE OF INSTRUCTION.

The course of instruction in the primary and grammar department, known as the Kendall School, as now given is as follows:

FIRST YEAR.

Sense training.—Form, color, touch, number, motion.

Speech reading.—Single objects, commands, simple sentences.

Speech.—Elements, combinations, diagrams, breathing exercises.

Language.—Simple sentence. Intransitive verb, past tense first. Transitive verb and object. Compound predicate. Common and proper nouns. Plural of nouns. Nominative and objective pronouns. Prepositions "in," "into," "on," "under." Five-slate system.

Number.—Time phrases, simple journals, calendar work, action work.

SECOND YEAR.

Speech and speech reading.

Language.—Five-slate system, Miss Sweet's No. I, simple sentences, paragraphing, question forms, present, past, and future tenses affirmative and negative, nouns, verbs, special drill on "to have" and "to be," pronouns, prepositions, adjectives, adverbs, time phrases, journals, letters, descriptions, chart stories, action work.

Arithmetic.—Reading and writing numbers to 50. Adding and subtracting to 10. Oral and written language problems.

THIRD YEAR.

Speech and speech reading.

Language.—Five-slate system, Miss Sweet's No. I, drill on question forms, journals, letters, descriptions, story work, action work, easy direct and indirect quotation.

Arithmetic.—Reading and writing numbers to 100. Adding and subtracting numbers to 50. Simple language problems. Rapid mental work.

FOURTH YEAR.

Speech and speech reading.

Language.—Five-slate system, Miss Sweet's No. II, action work, direct and indirect quotation, comparison, journals, letters, description, stories.

Geography.—Nature study, points of the compass, direction, study of school-room, schoolhouse, school grounds, and city.

Arithmetic.—Reading and writing numbers in words and figures, Roman notation to XX, adding and subtracting, a little multiplication and division, tables memorized, language problems, United States money, rapid mental work.

FIFTH YEAR.

Speech and speech reading.

Language.—Five-slate system, Miss Sweet's No. II is finished, journals, news, letters, original compositions, direct and indirect quotation, reading simple books.

Geography.—Washington, District of Columbia, Maryland, United States, stories of Washington, Lincoln, etc.

Arithmetic.—Wentworth's Elementary. All multiplication tables, short division, simple denominate numbers, oral and written language problems, using proper arithmetical terms and such phrases as "to cost," "more than," "cheap," "expensive," etc., mental work.

SIXTH YEAR.

Speech and speech reading.

Language.—Five-slate system, Miss Sweet's No. III, direct and indirect quotation, journals, letters, news, description, original stories, changing simple poems to prose, reading simple books.

Geography.—Miss Beattie's first lessons.

Arithmetic.—Wentworth's Elementary. Four rules reviewed, short and long division, least common multiple, greatest common divisor, Roman notation to C, simple fractions, rapid mental work, oral and written language problems.

History.—Anna Chase Davis's Stories of the United States for Youngest Readers. Simple history stories.

SEVENTH YEAR.

Speech and speech reading.

Language.—Miss Sweet's No. IV, all parts of speech, all question forms, idioms, journals, news, letters, descriptions, original stories, changing poetry to prose, reading.

Geography.—Frye's First Steps.

Arithmetic.—Wentworth and Smith. Fractions.

History.—Montgomery's Elementary.

Physiology.—Lippincott's.

EIGHTH YEAR.

Speech and speech reading.

Language.—Drill on the analysis of sentences, review all parts of speech, compositions from outlines, stories, journals, current events, descriptions, original stories, reproduction of stories, sketches, etc., changing poetry to prose, required reading.

Geography.—Frye's Complete.

Arithmetic.—Wentworth and Smith. Fractions, decimals, denominate numbers.

History.—Montgomery's Elementary.

Physiology.—Lippincott's.

NINTH YEAR.

Speech and speech reading.

Language.—Longman's Briefer Grammar. Composition and required reading.

Geography.—Frye's Complete.

Arithmetic.—Wentworth and Smith. Practical measurements, percentage.

History.—History of Britain and the British people.

Physiology.—Lippincott's.

TENTH YEAR.

Speech and speech reading.

English.—Longman's English Grammar, Welsh's Composition. Study of classics, biographies, reading.

Arithmetic.—Wentworth and Smith. Interest, proportion, roots, stocks and bonds, discount, exchange, measurements of solids.

United States history.—Montgomery's Leading Facts.

Civil government.—Dawes.

Physics.—Culler's First Book.

ELEVENTH YEAR (HIGH CLASS).

Speech and speech reading.

English.—Simple rhetoric, composition, work on the classics required by Gallaudet College, English and American literature, reading.

Mathematics.—General review of arithmetic and first lessons in algebra.

United States history.—Montgomery's Leading Facts.

General science.—Caldwell and Elkenberry.

TWELFTH YEAR (HIGH CLASS).

Speech and speech reading.

English.—Composition, work on the classics required by Gallaudet College, English and American literature, reading.

Mathematics.—Wentworth's New School Algebra.

NOTE.—Pupils of this class have review work or study subjects not completed in the lower grades in addition to the regular course. Sometimes all of the reading required for college entrance is done in this grade.

The course of training now given to students of the normal department is as follows:

FIRST TERM.

The language of signs; the use of the manual alphabet—one hour daily.

Speech teaching, voice training, visible speech—one hour daily.

Observation and practice in speech classes—one to two hours daily. Note-books giving details required.

Lectures on the manual alphabet; the classification of the deaf; the ear; the throat and voice; the history of the education of the deaf in America; child study—aggregating two hours weekly.

Topics for study and written report: Causes of deafness; number of the deaf; occupations of the deaf, etc.—one topic each week.

Thesis: History of the education of the deaf.

SECOND TERM.

Instruction in finger spelling and signs, as in the first term.

Practice in speech teaching—one hour daily.

Observation and practice in manual and speech classes—one to two hours daily.

Lectures on aural development, musical vibratory massage.

Lectures on pedagogy, psychology, and principles of teaching with special reference to the needs of the deaf—two hours daily.

Topics for study and written report: Physical training; the schoolroom; school records, etc.—one topic each week.

Thesis: On subject chosen during the term.

THIRD TERM.

Instruction in signs and spelling, as in first and second terms.

Practice in speech teaching—one hour daily.

Observation and practice in classes in geography, history, arithmetic, and language—one to two hours daily.

Lesson planning and practice teaching under supervision and criticism.

Lectures on child study, methods of instruction in language, arithmetic, geography, and history—an aggregate of two hours weekly.

Topics for study and written report: Textbooks, marks, examinations, outdoor work, etc.—one topic each week.

Thesis on the teaching of some special subject, as arithmetic or language.

Some of the books of reference used are Page on Teaching, by W. H. Payne, published by the American Book Co.; Mottoes and Snider's Life of Froebel, Sigma Publishing Co., Chicago; Bell's Visible Speech in Twelve Lessons, Volta Bureau, Washington, D. C.; Guttman's Voice Training, published by E. S. Werner, 48 University Place, N. Y.; Arnold's Teachers' Manual, Hazell, Watson & Viney, London; Reports of the Convention of American Instructors of the Deaf; the American Annals of the Deaf.

The course in the advanced department known as Gallaudet College has been enlarged by the following requirements:

During the third term of the freshman year all young men will take work in surveying and all young women a course in right living.

Throughout the sophomore year a half course in agriculture or any other acceptable elective course will be required of all young men and a half course in domestic art, library cataloging, or some other elective will be required of all the young women of this class.

Throughout the junior year a half course will be required of all the students; the young men will pursue chemistry, agriculture, or any other elective subject agreed upon by the faculty, and the young women domestic art, library cataloging, or some other elective approved by the faculty.

These additional requirements for degrees will take effect at the beginning of the college year 1916-17.

An outline of the required work of Gallaudet College for the year 1916-17 follows:

PREPARATORY YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Plane Geom. (3 hrs.).	Plane Geometry (3).	Plane Geometry (3).
Adv. Algebra (2 hrs.).	Adv. Algebra (2).	Adv. Algebra (2).
Latin.	Latin.	Latin.
English Comp. (3 hrs.).	English Comp. (3).	English Comp. (3).
Ancient Hist. (2 hrs.).	Ancient Hist. (2).	Ancient Hist. (2).

Also drawing 1 hour per week required of all.

FRESHMAN YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Plane Geometry (3 hrs.).	Plane Trigonom.	Mechanics.
Adv. Algebra (2 hrs.).		Surveying or Right Living (2).
Cesar.	Cesar.	Cicero.
English Comp. (2 hrs.).	English Comp. (2).	English Comp. (2).
Medieval Hist. (3 hrs.).	Medieval Hist. (3).	Modern Hist. (3).

Also 2 hours per week in business methods required of all freshmen during first and second terms.

SOPHOMORE YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
Physics.	Physics.	Botany.
Chemistry.	Chemistry.	Qualitative Analysis.
English Comp. (1 hr.).	English Comp. (1).	English Comp. (1).
English Liter. (3 hrs.).	English Liter. (3).	Rhetoric (3).
Public Speaking (1 hr.).	Public Speaking (1).	Public Speaking (1).

Also one elective 2 or 3 hours per week.

JUNIOR YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
French.	French.	French.
Zoology.	Physiology.	Political History of the U. S.
Philology.	English Literature.	Ethics and Political Economy or Electricity.

Also one elective 2 or 3 hours per week.

SENIOR YEAR.

FIRST TERM.	SECOND TERM.	THIRD TERM.
German.	German.	German.
Elements of Law.	Astronomy.	Mineralogy and Geology.
Logic.	Civil Government and International Law.	Psychology.

Optional courses are to be offered in the following subjects:

American literature, third term, freshman year.

Greek, freshman, sophomore, and junior years.

Descriptive geometry, freshman year.

Analytic geometry, sophomore year.

Calculus, junior year.

Mechanics of materials, senior year.

Electricity, junior and senior years.

Quantitative chemical analysis, qualitative chemical analysis, organic chemistry, chemical preparations, soils and fertilizers, determinative mineralogy, and assaying, open to students who have had proper preparation in elementary chemistry.

LECTURES.

The following special lectures have been delivered during the year:

IN THE COLLEGE.

Ralph Waldo Emerson.....	Vice President Fay.
Mythical History and Myths in History.....	Dr. Hotchkiss.
Footprints Left by Man.....	Dr. Draper.
Heredity.....	Prof. Day.
The War and American Industries.....	Dr. Ely.
Some Aspects of the World War.....	Prof. Allison.
Cornelle and His Tragedy of Polyeucte.....	Miss Peet.
Rabindranath Tagore.....	Miss Northrop.
The Kensington Runestone.....	Mr. Skyberg.
Some Actual Instances of Dual Personalities.....	Mr. Hughes.

IN THE KENDALL SCHOOL.

Short Stories.....	Mr. Steed.
Captains Courageous.....	Mr. McIntire.
Superstitions.....	Mr. Fufeld.
Polyanna.....	Miss Ely.
Polyanna Grown Up.....	Miss Cam.
The Merchant of Venice.....	Miss Deem.

FINANCES.

Receipts and expenses.

	Receipts.	Expenses.		Receipts.	Expenses.
HOUSEKEEPING DEPARTMENT.			ADMINISTRATION AND OFFICE—continued.		
Salaries.....		\$5,110.16	Auditing and account books.....		\$258.70
Meat.....	\$146.08	5,734.33	Sundries.....		10.13
Groceries.....	1.35	3,733.79	Total.....	\$85.02	8,766.99
Fruit and vegetables.....	.14	1,620.91			
Dairy produce.....	.78	2,219.05	GROUNDS.		
Bread and crackers.....	.08	1,599.38	Salaries.....		3,441.00
Fish.....		190.65	Supplies.....	3.60	454.75
Prepared deserts.....		355.58	Equipment.....		127.77
Ice.....		513.54	Teaming.....		284.00
Supplies.....		1,335.62	Board and care of horses.....		5.00
Equipment.....		653.50	Sundries.....	140.82	220.00
Sundries.....	1.00	111.05	Total.....	153.42	4,533.12
Board.....	27.05				
Total.....	176.48	23,180.56	LAUNDRY.		
			Salaries.....		1,314.71
ADMINISTRATION AND OFFICE.			Supplies.....		236.10
Salaries.....		7,065.13	Equipment.....		22.56
Supplies.....		278.61	Sundries.....		27.38
Equipment.....		94.01	Total.....		1,600.75
Communication services.....	85.02	709.46			
Printing.....		350.95			

Receipts and expenses—Continued.

	Receipts.	Expenses.		Receipts.	Expenses.
FARM.¹			IMPROVEMENTS, RENEWALS, AND REPAIRS.		
Salaries.....		\$2,613.17	Salaries.....	\$4.25	\$4,219.46
Feed.....	\$3.87	2,622.58	Materials and supplies.....	25.73	2,496.76
Plants and seeds.....		164.59	Equipment.....		65.39
Supplies.....		406.79	Contracts.....	43.43	2,971.37
Live stock.....	7.70	1,169.80	Sundries.....		2.75
Equipment.....		117.28	Total.....	73.41	9,756.73
Care of live stock.....		76.75	KENDALL SCHOOL.		
Teaming.....		89.54	Salaries.....		8,853.99
Repairs.....		115.01	Supplies.....		466.67
Milk.....	769.37		Equipment.....		348.22
Fruit and vegetables.....	26.20		Medical expenses.....		235.12
Poultry and eggs.....	39.11		Sundries.....	34.08	57.02
Live stock.....	453.38		Total.....	34.08	9,961.02
Sundries.....	18.87	50.13	LIGHT, HEAT, AND POWER.		
Total.....	1,318.50	7,425.64	Salaries.....		1,704.50
GALLAUDET COLLEGE.			Coal.....		3,369.42
Salaries.....		21,207.13	Gas.....		971.25
Library supplies and equipment.....	1.76	284.82	Supplies.....		168.22
Laboratory supplies and equipment.....		199.09	Equipment.....		228.85
Supplies.....	3.90	406.06	Sundries.....		19.20
Equipment.....		1,039.18	Total.....		9,461.45
Medical expenses.....	92.65	844.04	MISCELLANEOUS.		
Sundries.....		18.50	Traveling.....	10.86	330.20
Total.....	98.31	23,998.82	Students' merchandise.....	492.16	559.17
NORMAL DEPARTMENT.			Presents, subscriptions, and advances.....	115.00	117.92
Salaries.....		1,738.42	United States appropriations.....	88,921.53	7.70
GARAGE.			Tuition, Gallaudet College.....	3,000.00	
Salaries.....		600.00	Tuition, Kendall School.....	4,275.00	
Gasoline and oil.....	3.74	179.42	Equipment, produce, and junk sold.....	208.37	
Supplies.....		150.42	Sundries.....	1,070.32	64.49
Equipment.....		580.00	Total.....	98,093.24	1,079.48
Repairs.....		343.46	Grand total.....	100,037.10	100,365.63
Sundries.....		5.75	Cash on hand July 1, 1915.....	845.07	
Total.....	3.74	1,850.05	Cash on hand June 30, 1916.....		516.54
			Total.....	100,882.17	100,882.17

¹ In addition, the housekeeping department received produce valued at \$4,305.06 as follows: Milk, \$3,334.75; meat, \$601.36; fruit and vegetables, \$177.91; dairy produce, \$191.01.

*Statement of the treasurer for the fiscal year ended June 30, 1916.***GENERAL FUND.**

1915.	
July 1. By balance.....	\$1,069.77
By 2 Chesapeake & Potomac Telephone Co. coupons, at \$25.....	50.00
By 8 Chesapeake & Ohio Railway Co. coupons, at \$22.50.....	180.00
By 2 Riggs Realty Co. coupons, at \$12.50.....	25.00
By 6 months' interest to Dec. 31, 1915, on balance in Union Trust Co.....	14.88
By 6 months' interest to June 30, 1916, on balance in Union Trust Co.....	12.80
	<u>1,352.45</u>
Aug. 24. To Percival Hall, president, for purchase of Ford automobile.....	404.75
Dec. 31. To G. X. McLanahan, bookkeeping expenses, treasurer's office, to Dec. 31, 1915.....	50.00

1916.		
Mar. 7.	To American Surety Co. of New York, premium on bond of treasurer to Mar. 19, 1917-----	\$25. 00
Apr. 5.	To Union Trust Co., rent of safe deposit box to Apr. 16, 1917-----	4. 00
June 30.	To balance-----	868. 70
		<u>1, 352. 45</u>

MANUAL LABOR FUND.

1915.		
July 1.	By balance-----	\$632. 90
	By 8 Southern Railway Co. coupons, at \$25-----	200. 00
	By 2 Chesapeake & Ohio Railway Co. coupons, at \$22.50----	45. 00
		<u>877. 90</u>
Oct. 16.	To Percival Hall, president, salary of manual training teacher for 9 months-----	360. 00
1916.		
June 28.	To Union Trust Co. for check of Union Trust Co. to Percival Hall, president, account of salary of manual training teacher-----	100. 00
June 30.	To balance-----	417. 90
		<u>877. 90</u>

MEMORIAL ART FUND.

1915.		
July 1.	By balance-----	\$174. 93
	By 5 United States 1898 coupons, at \$0.75-----	3. 75
	By 3 Washington Railway & Electric Co. coupons, at \$10--	30. 00
	By check of Columbia Institution for the Deaf, refund of unused amount of check of Oct. 28, 1915, for \$140-----	8. 50
		<u>217. 18</u>
Oct. 28.	To Percival Hall, president, for frames, repairs, and retouching portraits-----	140. 00
1916.		
June 30.	To balance-----	77. 18
		<u>217. 18</u>

Summary of balances June 30, 1916.

General fund-----	\$868. 70
Manual-labor fund-----	417. 90
Memorial-art fund-----	77. 18
Total-----	<u>1, 363. 78</u>

ESTIMATES FOR FISCAL YEAR ENDING JUNE 30, 1918.

The following estimates for the fiscal year to end June 30, 1918, have already been submitted:

For the support of the institution, including salaries and incidental expenses, for books and illustrative apparatus, and for general repairs and improvements, \$88,200.

For repairs to the buildings of the institution, including plumbing and steam fitting, and for repairs to pavements within the grounds, \$6,000.

For the equipment of a printing plant, including typesetting and type-casting machinery, cylinder press, small job press, necessary motors for operating same, stitching and cutting machinery, and other necessary furniture and equipment, \$7,000.

An additional \$5,000 is asked for current expenses to provide for an additional salary and for increase in the cost of food and material used in the support and upkeep of the institution, \$2,000 of the additional sum is asked from the District of Columbia for the maintenance of an increased number of pupils who have already applied for admission and are of school age. An increase of \$1,500 should certainly be allowed to provide for the continued increase in the cost of food supplies necessary for the use of the advanced department and for the increased cost of supplies absolutely necessary for the general repairs needed by the institution.

The other \$1,500 additional is asked to provide a salary for an instructor in typesetting and for necessary current expenses in operating a first-class printing establishment for the instruction of our students. The elements of printing and even the use of typesetting machinery have been taught in the State schools for the deaf for many years. Printing is one of the standard occupations of deaf men, and a number of deaf machine operators are now earning good salaries in various parts of the country. By giving first-class instruction in the operation of typesetting and printing machinery to those of our students who have already mastered part of the work in the State schools, a useful occupation will be at once opened to them which affords as good or better salaries than those offered in many avenues now open to graduates of our institution.

NEW DORMITORY.

At the close of the fiscal year and during the summer Congress provided \$143,000 for the removal of the college women's dormitory and for the construction of a new dormitory to replace it and for the provision of temporary quarters for officers and students of the institution. Arrangements have been made for the temporary care of all those formerly housed in the old building.

In accordance with the appropriation acts, all work in connection with the new building and expenditure of the appropriation is under the charge of the Superintendent of the Capitol Building and Grounds.

The response of Congress to the pressing need of the institution for safe, modern quarters for the young women of the college has been most gratifying to the board of directors and the alumni and students of the college.

EXERCISES OF PRESENTATION DAY.

The public anniversary of the collegiate department was held in the college chapel on Wednesday, May 3. Rev. Ulysses G. B. Pierce, of All Souls Church, offered the opening prayer.

Orations and dissertation given by members of the graduating class were as follows:

ORATIONS.

Reminiscences of a Shuttlecock, by Frank H. Thompson, of Washington.

The Tendency of the University, by Henry J. Stegemerten, of the District of Columbia.

First Impressions, by Amy Alice Fowler, of Kentucky.

DISSERTATION.

The Heart of the Hills, by Ashland Davis Martin, of Kentucky.

Candidates for degrees were presented by Dr. Charles R. Ely, Vice President Fay, and President Hall as follows:

For the degree of bachelor of pedagogy.

NORMAL FELLOWS.

Helen Elizabeth Cam, B. A., George Washington University, District of Columbia.

Lois Ely, A. A., Lindenwood Junior College, Missouri.

Irving S. Fufeld, B. S., Columbia University, New York.

O. L. McIntire, B. A., Westminster College, Missouri.

For the degree of bachelor of arts.

Frank Albert Andrewjeski.

Amy Alice Fowler.

Alfred Charles Keeley, jr.

Kate Orr Keeley.

Ashland Davis Martin.

Elsie Therese Peterson.

Arthur Slegfrid Rasmussen.

John Leonard Rendall, jr.

Walter Clinton Rockwell.

Russell Roberts Shannon.

Henry John Stegemerten.

Clifford Myron Thompson.

Frank Hunt Thompson.

For the degree of bachelor of philosophy.

Arthur Breyer Classen.

James Stanley Light.

Frances Rebecca Rumsey.

For the degree of bachelor of letters.

Frances Gladys Clark.

Marlan Louise Sadelmyer.

For normal student's diploma.

Mary Dobyns Deem, State Normal College, Mississippi.

Hon. Newton D. Baker, Secretary of War, addressed the graduating class.

The benediction was pronounced by Rev. Oliver J. Whildin, Episcopal minister to the deaf, Baltimore.

CONFERRING OF DEGREES.

On the closing day of the term, June 21, 1916, degrees and certificates were conferred in accordance with the recommendations of presentation day with three exceptions.

Miss Gladys Clark was granted a certificate instead of the degree of B. L., and the degrees of Messrs. Keeley and Rasmussen were withheld for the completion of certain regular requirements.

The honorary degree of doctor of letters was conferred upon Warren Robinson, a graduate of Gallaudet College of the class of 1884, in recognition of his success as a teacher and editor, and of his untiring efforts to improve the industrial education of deaf people.

In recognition of 50 years of service as a member of the faculty of Gallaudet College and of distinguished attainments as editor, author, and scholar, the board of directors of the Columbia Institution for the Deaf authorized the president of the institution to confer upon Dr. Edward Allen Fay, vice-president of the college, the degree of doctor of letters. This degree was conferred at the commencement exercises.

All of which is respectfully submitted.

PERCIVAL HALL,
President.

THE SECRETARY OF THE INTERIOR.

APPENDIX A.

FACULTY OF GALLAUDET COLLEGE, 1915-16.

Emeritus president and professor of moral and political science.—Edward Miner Gallaudet, Ph. D., LL. D.

President and professor of applied mathematics and pedagogy.—Percival Hall, M. A., Litt. D.

Vice president and professor of languages.—Edward Allen Fay, M. A., Ph. D., Sc. D., Litt. D.

Professor of English and history.—John Burton Hotchkiss, M. A., Litt. D.

Professor of mathematics and Latin.—Amos G. Draper, M. A., Litt. D.

Professor of natural science.—Charles Russell Ely, M. A., Ph. D.

Professor of physics and biology.—Herbert E. Day, M. A.

Professor of mathematics and engineering.—Isaac Allison, E. E.

Assistant professor in English and in charge of college women.—Elizabeth Peet.

Librarian and instructor in English and mathematics.—Helen Northrop, B. A.

Instructor in Latin and natural science.—Victor O. Skyberg, M. A.

Instructor in English and Latin.—Frederick H. Hughes, M. A.

Instructor in agriculture.—Harley D. Drake, B. A.

Instructor in drawing.—Arthur D. Bryant, B. Ph.

Instructor in gymnastics.—O. L. McIntire, B. A.

DEPARTMENT OF ARTICULATION AND NORMAL INSTRUCTION, 1915-16.

In charge.—Percival Hall, M. A., Litt. D.

Instructors.—Lyman Steed, M. A.; Annie E. Jameson, Sarah H. Porter, M. A.

Normal Fellows.—Helen E. Cam, B. A., George Washington University, D. C.; Lois Ely, A. A., Lindenwood Junior College, Missouri; Irving S. Fufeld, B. S., Columbia University, New York; O. L. McIntire, B. A., Westminster College, Mo.

Normal Student.—Mary Dobyns Deem, State Normal School, Mississippi.

FACULTY OF THE KENDALL SCHOOL, 1915-16.

President.—Percival Hall, M. A., Litt. D.

Principal.—Lyman Steed, M. A.

Instructors.—Helen Fay; Musa Marbut, M. A.; Edetha Williams, B. A.; Grace D. Ely; Mary Burch.

Instructor in art and manual training.—Benlah Stebbins.

Instructor in sewing and cooking.—Agnes Suman.

DOMESTIC DEPARTMENT, 1915-16.

Supervisor and disbursing agent.—Louis L. Hooper, M. A.

Attending physician.—Harry H. Donnally, M. D.

Dentist.—J. A. Taylor, D. D. S.

Matron, Gallaudet College.—Mary Helen Ferris.

Matron, Kendall School.—Harriet M. Van Deventer.

Boys' matron, Kendall School.—Mrs. Cora V. Troup.

Boys' supervisor.—Cyril Hansell,¹ Robert Unsworth.

Girls' supervisor.—Jennie Kennedy.

Master of shop.—Norman Herrington.

Gardner.—Edward Mangum.

Farmer.—Harley D. Drake, B. A.

Chief engineer.—William J. Muir.

¹ Resigned.

APPENDIX B.

CATALOGUE OF STUDENTS AND PUPILS, BY STATES.

IN THE COLLEGE.

Alabama :	Kansas—Continued.
Grace, William F.	Davis, Leroy.
Harper, Florence.	Dohrmann, Frank.
Rhodes, Luther. ¹	Ferguson, Gerald.
Arkansas :	Hodges, Maude E.
Wade, Sarah Frances.	Houze, Clyde M. ¹
Wallace, Mamie.	Loucks, Hazel.
California :	Paxton, Lawrence. ¹
Guire, Oscar D. ¹	Riley, Sylvan J.
Peterson, Lewis I. ¹	Sawhill, Edith.
Valiant, Walter P.	Smith, Harley.
Whitworth, George H.	Kentucky :
Colorado :	Fowler, Amy.
Barnett, Vern.	Hertzman, Roy.
Braddock, Guilbert C.	Kannappell, George. ¹
Frewing, Robert H. ¹	Martin, Ashland D.
Gilbert, Foster D.	Louisiana :
Lawver, Esther. ¹	Courrage, Armand.
Matthew, Tom. ¹	Maine :
Olinger, Hugh.	Eustis, Augusta. ¹
Studd, Ada R.	Wadlin, Ernest. ¹
Wilson, Powell.	Maryland :
Connecticut :	Hetzler, Wroth.
Bouchard, James. ¹	Moss, Elizabeth. ¹
Lewis, Florence. ¹	Prediger, Harry. ¹
Rockwell, Walter C.	Weinstein, Jacob. ¹
Sullivan, James A.	Massachusetts :
District of Columbia :	Cohen, Blume. ¹
Lynch, Ulen.	Light, J. Stanley.
McAvoy, Monica.	Minnesota :
Stegemerten, Henry J.	Doran, Ethel.
Florida :	Koenig, Theresa. ¹
Austin, Henry S.	Post, Eunice.
Townsend, William H.	Rosen, Alex. ¹
Idaho :	Mississippi :
Thompson, Clifford M.	Gwin, Lilly.
Illinois :	Pearson, Lawrence S., jr.
Burns, Robey S.	Netterville, Irvin T.
Degener, Fred.	Williams, Eleanor.
Munger, Kenneth.	Missouri :
Peard, Forrest.	Armstrong, Eugene. ¹
Indiana :	Shannon, Russell.
Schowe, Ben M.	Toner, Isabelle. ¹
Iowa :	Wear, Carl. ¹
Dobson, Everett. ¹	Wolf, Caroline. ¹
Pearson, Mabel.	Montana :
Rasmussen, Arthur S.	Cole, Julia. ¹
Rebal, Frank, jr. ¹	Gibson, Wallace.
Rendall, J. Leonard, jr.	Preston, Glenn. ¹
Schmidt, Charles J.	Nebraska :
Waggoner, Mildred.	Andrew Jeski, Frank A.
Kansas :	Clark, Gladys.
Atkins, Ruth.	Cowen, Ella.
Bradshaw, Mamie.	Cuscuden, Scott.

¹ Admitted for the school year 1910-17.

IN THE COLLEGE—continued.

Nebraska—Continued.

Hladik, Emil.
 Marshall, Charles.
 Maxwell, Estella.¹
 Newman, Harold G.
 Olson, Regina.
 Pearson, Ellen.
 Treuke, Oscar.
 Wesen, Effie.

New Jersey :

Dobbins, Charles.

New York :

Pulver, Henry J.
 Pusrin, Sarah.
 Rozboril, Matthew.¹
 Tredwell, Sara.

North Carolina :

Boggs, Edith.
 Hardin, Alice.¹
 Jones, Jennie.

North Dakota :

Billigmeier, Herbert.
 De Lance, John.
 Francis, Doris.¹
 Haley, Wendell.
 Heupel, Phillip.
 Knutson, Alfred B.¹
 Schlenker, Emil.

Ohio :

Bamberg, Eva.
 Bennett, Merritt.
 Bower, Lloyd S.
 Conarroe, Grace.
 Jecmen, Frances.
 Jones, Helen L.¹
 Myers, Veda.
 Pilliod, Norbert.
 Rumsey, Frances.

Oklahoma :

Harold, Ethel.

Oregon :

Kau, Marguerite.
 Mokko, Lilly.
 Walker, Clyde.¹

Pennsylvania :

Bates, Gladys.¹
 Davies, George.
 Goldstein, Jacob.¹
 Harmon, Edward.¹

Pennsylvania—Continued.

Pennell, Mary.¹
 Sadelmyer, Louise.
 Sterck, Emily.

South Carolina :

Boatwright, Sophia.

South Dakota :

Holsington, Flossie.
 Jungwirth, Annie.¹
 Sloan, Ollie.¹

Tennessee :

Olinger, Oscar.²
 Osborne, Thomas W.
 Ozler, Claude V.

Texas :

Caps, W. J.
 Gerber, Leoma.¹
 Hill, Troy E.¹
 Hinsley, Georgia.
 Stevens, Kelly.
 Varley, Teet (Miss).

Utah :

Hitesman, Cora.¹
 Hunter, Maree.
 Keeley, Alfred C., jr.
 Keeley, Kate Orr.
 Richey, Leo.
 Wenger, Arthur.
 Wenger, Ray.
 Wright, Naomi.

Virginia :

McInturff, Oliver W.

Washington :

Classen, Arthur B.
 Loveall, Mary.
 Mellis, William.
 Peterson, Elsie.
 Thompson, Frank.
 Willman, Kenneth.

West Virginia :

Watts, Lula.
 Watts, Narcissa.

Wisconsin :

Conover, Dorothy.
 Kallenbach, Maria.
 Lind, Harry.
 Nueske, Arthur.

Ontario :

Burk, Elsie.

IN THE KENDALL SCHOOL.

Alberta, Canada :

Rosenroll, Richelda.

Delaware :

Ellingsworth, Ida.
 Johnston, Florence.
 Johnston, Robert.
 Lynch, Edward.
 McCabe, Ella.
 Peterson, Olivia.
 Roberts, Pearl.
 Sines, Mabel.

District of Columbia :

Ball, Annie.
 Berman, Frank.
 Boisseau, Sue.
 Bostwick, Mabel.
 Cissel, William.
 Cooper, Albin L.
 Covington, Alice.
 Craven, Jack.
 Culverwell, Esther.¹
 Dolan, James.

¹ Admitted for the school year 1916-17.² Died Feb. 2, 1916.

IN THE KENDALL SCHOOL.—continued.

District of Columbia—Continued.

Dunn, Delma.
 Esterly, Guy L.¹
 Flaccouis, Benedetta.¹
 Furr, Anna.¹
 Goetz, Frances.
 Hill, Frederick.
 Hutchins, Elsie.
 Looney, Thomas.
 Miller, John.
 Miller, Frances.
 Miller, Mildred.
 Minter, Leonidas.
 Moore, Agnes.
 Moore, Cecil.
 Neitzey, Annie.
 Norcia, Rosie.
 O'Neill, Virgie.
 Panholzer, Mary.
 Pearson, Pearl.
 Pucci, Luigi.
 Reed, Florence.

District of Columbia—Continued.

Ridgeway, Francis.
 Rowzee, Reuben.
 Scott, Carlisle.
 Sullivan, Charles.
 Thompson, Philip.
 Werdlg, Robert.
 Wheeler, Clara.¹
 Wright, Grace.

Louisiana :

Tobey, Vasco.

Manitoba :

Nicholson, Ethelwynne.

Maryland :

Bowen, Clyde.

Ohio :

Krohn gold, Walter.¹

Pennsylvania :

Cusack, Daniel.¹

Tennessee :

Shaw, Arthur L.

¹ Admitted for the school year 1916-17.

APPENDIX C.

ADDRESS OF HON. NEWTON D. BAKER, SECRETARY OF WAR, FIFTY-SECOND ANNIVERSARY, GALLAUDET COLLEGE, PRESENTATION DAY, WEDNESDAY, MAY 3, 1916.

Mr. President, Gentlemen of the Board of Directors, Young Ladies and Young Gentlemen of the Graduating Class:

I am often impressed with the fact that those things which we least expect are the things that most often happen. Twenty-seven years ago I was a student in the Episcopal High School of Virginia, over near Alexandria, and each year a strong and vigorous group of men from Gallaudet College used to come over and administer a more or less sound thrashing to the pride of our hearts, which in the fall was our football team, and in the spring was our baseball team. I never had seen Gallaudet College, but I have always nourished a kind of grievance against it, and I wondered if, in the whirligig of time, an opportunity would ever come for me to get even. [Laughter.] Now I find myself not only in a place where I can get even with you, but where you have actually been so injudicious and unwise as to invite me to come and get even. [Laughter and applause.] I have not made any recent inquiry, but as these are times of progress I hope you have reformed your habits and that you no longer defeat the Episcopal High School.

As a matter of fact, I do have a very happy recollection of those days, and I remember that even though I was then but a very small boy in knickerbockers I had impressed upon my youthful mind and imagination the fact that a mere disability of hearing was a thing that did not deprive life of its opportunities, and I had an example before me in the brave and successful endurance of your athletes. of the fact that the inner man is the thing that really counts in the building of a career in life.

Now, this afternoon I am specially interested in an idea, which is not addressed to you as people who do not hear, but as members of a community as wide as the Nation, having an equal interest, an equal opportunity, and an equal responsibility. You are about to leave this college. You have now matured yourselves and prepared yourselves and been prepared by your faculty to go out into life, and while we sat here on the stage young men came from some place back there and presented to you flowers—many of you—and I thought that the symbol was a very fitting one, that as we enter upon the real responsibilities of life we are about to gather the flowers of our experience. You are about to go out into life. You will melt into the community. You will be found in places of industry and commerce. Careers of usefulness and happiness are open to you on every hand.

In the city from which I came when I came to Washington there are two or three graduates of this very institution in the employ of

the city itself. One of them, Mr. Neillie, who may be known to some of you, is one of the most distinguished entomologists we have in Cleveland, and the man to whom that great city owes much of what has been preserved of the beauty of her parks. While just across the hall from my own office was the room in which David Friedman works, a young graduate of this institution, employed by that city as a chemist, testing the quality of the cement that goes into the various building enterprises of that city, relied upon, a trusted, competent, and responsible public officer.

May I add just one word of personal reminiscence about David. I discovered shortly after I became mayor of Cleveland that among my unsuspected powers was the power of marrying people, and the way I discovered it was that before I had been many days in office David Friedman came quite blushing to ask me to marry him. So that I did perform the marriage ceremony for a former graduate of this institution, now a highly trusted officer of that great city.

This, however, is merely to get rid of the superficial aspect of our relation this afternoon. You are graduating, or being presented for degrees. You are going out into life where there will be no class distinctions that will separate you from your fellows. The whole process of civilization, as a matter of fact, is a process for the removal of artificial distinctions. It is said of firearms, for instance, that they have made all men the same size. It used to be that the man who was 6 feet or 7 feet tall, and strong of arms and legs, was not only the biggest man in the community but the chief of the community. But now, since the leveling effect of the removal of artificial distinction by the introduction of these modern equalizers of strength, we estimate men very much more by the size of their heads and the quality of their hearts than by the mere gross size of their stature. [Applause.]

So as you go back into your life you will find class distinctions constantly being removed. You will find that there will settle down upon you, wherever you may be, whether teaching or preaching, working in industry or commerce, whether at a profession or at a trade, you will find that your place in life, working through whatever instrumentalities are available to you, that your place in life will be like that of all your other fellow citizens, and your success and happiness in life, just as theirs, will depend not upon the particular avenue through which your soul is susceptible of address, not upon whether you get your relations with life through the ear or the eye. Whether the spoken word or the printed word carries the message will be a matter of diminishing and minor importance. But the message that you get and the quality of the reception you give it, what response you make to the stimuli of life, will be the thing measuring not only your own happiness and success, but the worthiness of your contribution to your age and generation.

Now, this modern time is a particularly fruitful time for us to reflect upon large subjects. This is the most disturbed era that the world has ever known. There has never been, since the days of Noah and the great flood, so much destruction upon the face of the earth. I imagine that if any hundred years of destruction and war were compressed into a single period of two years it would still be less destructive, less wasteful, with less misery and less suffering than the last two years' history of the world has shown. And that has

had these two effects, I think: It has first demonstrated to mankind all the world over the extent to which we are related to one another and depend upon one another. Individualism has had and is having the shock of its existence in this great conflict. If we were to go to-day to any country in Europe we would find that that universality of demand for sacrifice and the assumption of responsibility are the things that characterize the life of that nation. Every man and every woman, whether in Germany or in France or in England, is beginning to feel a sense of responsibility for his part in the preservation of the national destiny. In every one of those countries women are doing the work of men who are at the front, and little children are being taught that the welfare of the state can even be made to rest upon their infant shoulders and their untrained hands. So that, all over Europe, the sense of responsibility for national welfare, the universality of the belief in social preservation, is the lesson that is being taught.

And then it has had this other effect. Over there and, to some extent, over here, prior to the breaking out of this war, there was a certain international light-mindedness that characterized the whole face of the earth. We had made enormous and rapid progress in the development of mechanical arts and inventions. The struggle for existence against the forces of nature had been made much easier to man than it used to be. It was very much easier to get the earth to yield a bushel of wheat by the mechanical processes that Cyrus McCormick and all the other agricultural implement inventors had devised than it used to be in the old-fashioned days when the sower went out to scatter the seed on the ground and let chance take care of the increase. There was enormous amplification of the resources available for man, and we had ceased, I think, to feel the seriousness of life quite so much as we used to feel it when life was a harder struggle than it had come to be, and as a consequence of that, both abroad and here, I think we may say that there was a certain light-mindedness as a characteristic of our modern civilization.

Perhaps I can illustrate to you what I mean by asking you in your minds to compare any newspaper printed in 1913 with a newspaper printed in 1813. I do not know whether there were any newspapers in 1813, but, if there had been one, what would it have talked about? Would it have talked about murders and suicides and divorce scandals? Would it have talked quite so much about baseball, the stock markets, and the things that modern newspapers used to talk about so exclusively? I think not. I think a newspaper in 1813 would have pictured as its chief impulse the aspiration of a new people on a new continent for the development of a new kind of liberty and freedom in the world. It would have been frequent in its assertion of the fact that an experiment was being tried on American soil, an experiment of the greatest importance in the history of the world—that an attempt was being made for the first time in human history actually to work out conditions under which democracy could have a trial, and it would have been very solicitous for the welfare of that experiment. It would have been tremendously concerned to cultivate and preserve what we have since come to know as that spontaneous upward tendency that is the distinguishing characteristic of American life.

Well, our experiment got pretty well established. America became an established and accepted ideal in the world, and then riches came upon us, and strength such that we no longer had to consider defense either against others or against adversities of our own, and as a consequence we acquired light-mindedness, and then all of a sudden we awoke to a new realization about America. We had spent a lot of time breaking down artificial distinctions. We had equalized the stature of men perhaps by the introduction of firearms. We had multiplied the conveniences of life and enormously increased the capacity of man to triumph over nature. But we had allowed a great lot of other artificial distinctions to be created among us. When we began to survey ourselves, we found that instead of women living in their homes and taking care of their family affairs and their children, something over six millions of them were earning their own livings in factories and workshops. We learned that very little babies, 4 and 5 years old, in tenement houses in our great cities, were having their baby fingers taught to weave paper flowers at 2 and 3 cents a dozen, not as a game, not as something to amuse them and while away the time, but as a means of acquiring the very necessities, the simple necessities of life.

We awoke to a realization that we were neglecting the greatest of our natural resources—building great dams, as was referred to here, wise project though it is, irrigating those tracts of desert, building railroads, and inventing wireless telegraphs and erecting telephone lines, giving the world by electricity, as Lowell says, one nervous system—but devitalizing, enervating and destroying the human power in our society, taking away from women the opportunity to raise their families under circumstances that make the families strong men and women, and taking away from children the privilege of youth, the opportunity of education, coining them into cloth and merchandise that left them with dwarfed and unnatural bodies, and left the product of their toil a momentary increase in the sum of our wealth.

When that realization came upon us, we found that America needed preparedness; not cannon, nor powder, not so much armies and navies, but men and women with a chance, with opportunity. It needed a redressing of the soul of this country of ours, a redistribution of the things that make for a national life, a reorganization of the relations between men engaged in industrial and commercial pursuits. And now all over America there is this emotional outburst for preparedness. And it is not military. It is not taking that turn. Young men are going to Plattsburg and engaging in drilling, but when they come away and you ask them what they learned at Plattsburg, none of them ever tells you that he learned how to keep step or how to sleep in a tent. They tell you that they learned how to idealize America and live a higher ideal of it. In the homes of this country everywhere this emotional demand for preparedness is being transmuted into a demand for a higher form of justice in our social and economic relations.

You young men and young women are going out into life. Some of you, perhaps, will teach other young men and young women. The clay will be brought to you as to a potter's wheel, and when

you have finished with it a vessel will have been constructed, beautiful if you are an artist, having the capacity for happiness and usefulness if your touch gives that capacity. Others of you will be engaged in professional and industrial pursuits. But all of you will be something more than cogs in wheels. Each of you will be a citizen, with a citizen's weight in the making and expression of public opinion. Each of you will be a part of America. When our nation comes to be weighed in the balance (and if the time should ever come, which God forbid, when America is really to be brought to the test as our sister nations in Europe have been brought), whether we triumph or whether we fail, whether we persist with this glorious experiment or whether we are overcome by the weaknesses of our own creation will depend upon the vigor of the intellect and character of the aggregate of our people. Each of us, however insignificant our station, however obscure our general relations, however small we may think ourselves as bricks to build a nation of, will yet contribute our strength or weakness to America.

And so this afternoon, as you are presented for degrees, as you have reached the time when flowers are presented to you, as you are about to go out now and become a part of the life of this great community, I want to congratulate our country that you will come into this citizenship as young men and young women who have already triumphed over a very great obstacle, who have shown the courage to attack life when you did not have quite an even start with other people—young men and young women who have done the thing under harder conditions than most boys and girls have had to do it—and therefore by the very necessity of the case bringing a firmer grip on life, and a more serious purpose than the casual youth brings who has been through collegiate experience. And I want to congratulate you that having thus completed your collegiate experience, you start out with flowers in your hands, and the realization that the habit of cheerfulness and persistence in that indomitable courage which has already enabled each of you to do so much will enable you to make of life itself a garden in which you may continue to gather flowers of happiness to yourselves and usefulness to your fellow men and your country. [Applause.]

APPENDIX D.

REGULATIONS.

1. The academic year is divided into three terms, the first beginning on the last Thursday in September and closing on the 24th of December; the second beginning the 29th of December and closing the next to the last Friday in March; the third beginning the following Monday and closing the last Wednesday in June.

2. The vacation is from the Wednesday before the last Wednesday in June to the last Thursday in September.

3. There are holidays at Thanksgiving, Christmas, Washington's Birthday, Easter, and Decoration Day.

4. Pupils may visit their homes during the regular vacation and on the above-named holidays, but at no other time unless for some special urgent reason, and then only by permission of the president.

5. The bills for the maintenance and tuition of pupils supported by their friends must be paid semiannually in advance.

6. The charge for pay pupils is \$350 per annum. This sum covers all expenses in the primary department except clothing and extraordinary medical attention, and all in the college except clothing, books, and extraordinary medical attention.

7. All deaf-mutes of teachable age, of good mental capacity, and properly belonging to the District of Columbia are received without charge. To students from the States and Territories who have not the means of defraying all the expenses of the college course the board of directors renders such assistance as circumstances seem to require, so far as the means at its disposal will allow.

8. It is expected that the friends of the pupils will provide them with clothing, and it is important that upon entering or returning to the institution they should be supplied with a sufficient amount for an entire year. All clothing should be plainly marked with the owner's name.

9. All letters concerning pupils or applications for admission should be addressed to the president.

10. The institution is open to visitors during term time on Thursdays only, between the hours of 9 a. m. and 3 p. m. Visitors are admitted to chapel service on Sunday afternoons at 5 o'clock.